

The Total Literacy Experience:

Merging Fiction and Nonfiction in LLA Units of Study

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Who We Are:



Approximately 8,000 Students in PreK - 8th Grade

Buildings: Ten K-5 Elementary; Three 6-8 Middle; Two K-8 Magnet, One Special Education, One Pre-K

Student Population: 42% White; 27% Black; 19% Hispanic; 4% Asian; 7% Multi-racial

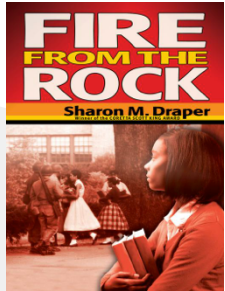
SES: 43% Low Income; 38% F/R Lunch; 6 Title I Schools

Our Current Roadmap:

District 65 Literature/Language Arts
CCSS Middle School Curriculum Roadmap
Revised 2013



Workshop Launch - Establishing a Community of Readers and Writers		
6 th Grade Launch = 15 days	7 th Grade Launch = 15 days	8 th Grade Launch = 15 days
Assessments: <ul style="list-style-type: none"> • MAP - reading • On-Demand - reading & writing • Interest inventories/surveys • Reading levels/stamina Establishing Community & Developing Routines	Assessments: <ul style="list-style-type: none"> • MAP - reading • On-Demand - reading & writing • Interest inventories/surveys • Reading levels/stamina Establishing Community & Developing Routines	Assessments: <ul style="list-style-type: none"> • MAP - reading • On-Demand - reading & writing • Interest inventories/surveys • Reading levels/stamina Establishing Community & Developing Routines
Units of Study Order to be determined by Site-based Grade Level Teams		
6 th Grade Units = 30 days each	7 th Grade Units = 30 days each	8 th Grade Units = 30 days each
Genre: Short Stories with Drama** component Reading Product: Literary Analysis* Writing Product: Narrative (30 instructional days) Reading Literature: RL 6.1, 6.2, 6.3, 6.7 Writing: W 6.3	Genre: Short Stories with Drama** component Reading Product: Literary Analysis* Writing Product: Narrative (30 instructional days) Reading Literature: RL 7.1, 7.2, 7.3, 7.7 Writing: W 7.3	Genre: Short Stories with Drama** component Reading Product: Literary Analysis* Writing Product: Narrative (30 instructional days) Suggested Unit - Traditional Stories with Modern Fiction Reading Literature: Focus: RL 8.6, 8.7, 8.9 Reinforce: RL 8.1 - 8.3 Writing: W 8.3, 8.9 Language: L 8.5



Unit of Study - 7th Grade

Genre: Civil Rights – **Book Club Novels & Research**

Reading Product: Literary Analysis - author's intent

Writing Product: Research PowerPoints

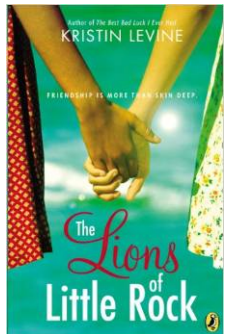
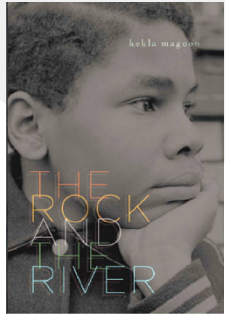
Standards:

Focus: RL 7.9 - Compare fiction to historical account

RI 7.7 - different media & RI 7.9 - two or more authors

W 7.2 - informational & 7.9 - evidence from research

Reinforce: RL 7.1 (cite evidence), 7.2 (theme), 7.3 (story elements)



Essential Questions

- What makes ordinary people do extraordinary things?
- When is it appropriate to challenge the beliefs or values of a society?

What they know...



PAIRED TEXTS
texts that share a theme or topic

Nonfiction

IMAGINE THIS WAS YOUR SCHOOL

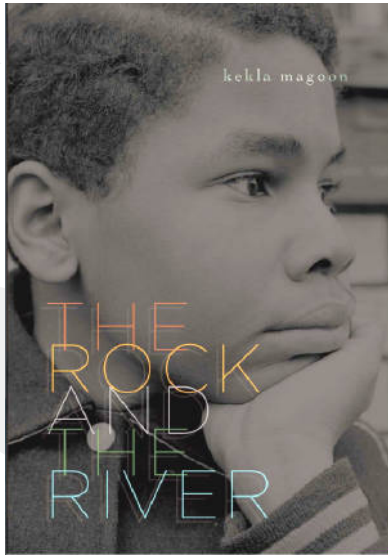
In 1951, there were 21 states that forced black students and white students to go to separate schools. These schools were supposed to be "separate but equal," but they never were. Where white schools tended to be modern and comfortable, black schools like this one were old and dilapidated. This 16-year-old had had enough, and in an act of tremendous bravery, she decided to do something about it. What followed changed America forever.

BY TERI KAMEFIELD

Barbara Johns

Alabama, 1955

A black and white photograph of a dilapidated, segregated school classroom. The room has wooden desks, a chalkboard, and a large barrel. A red arrow points from the text to a portrait of Barbara Johns.



Students researched aspects of history from their novels, then...

analyzed how these aspects were presented in their novels.



Unit of Study - 6th Grade

Genre: Poetry and Fiction – **Novels in Verse**

Reading Product: Literary Analysis - tracing theme

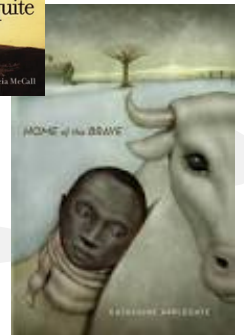
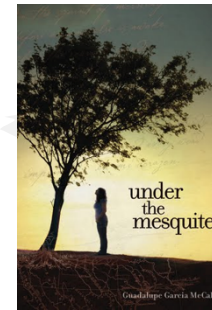
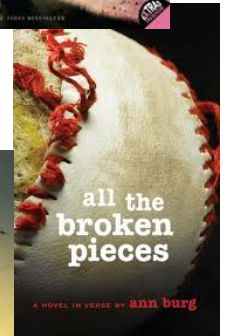
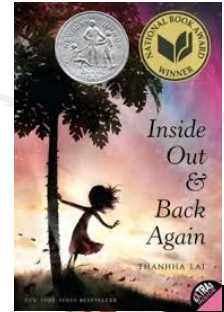
Writing Product: Poetry

Standards:

Focus: RL 6.4 - word choice & effect on meaning

RL 6.5 - structure - how parts fit to whole

Reinforce: RL 6.1 (cite evidence) & 6.2 (theme)



Tracing Theme: Beginning with the Big Ideas...

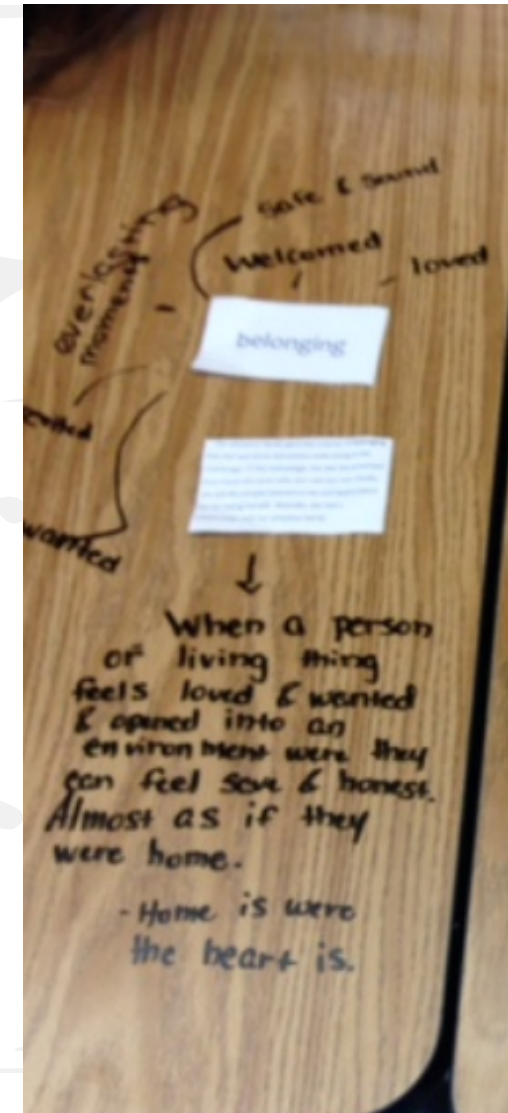
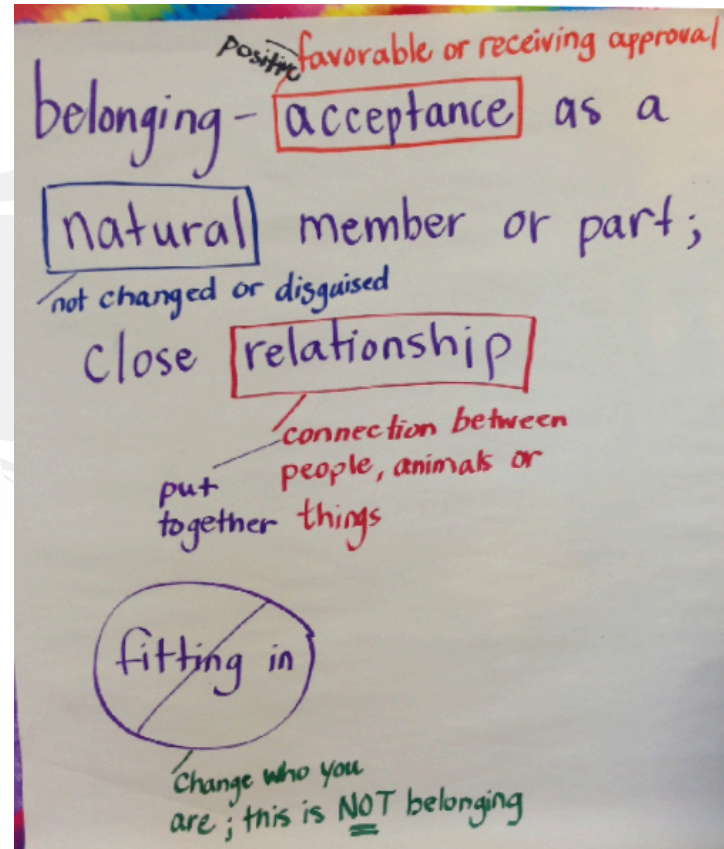
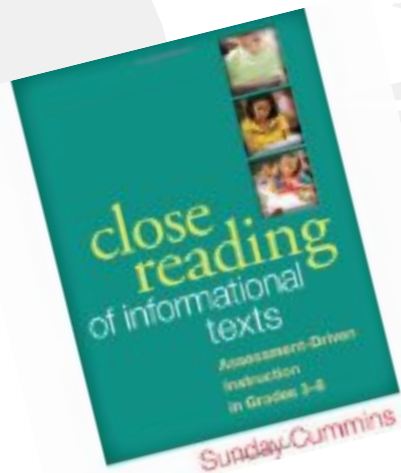
Exit Slip

Define, describe and/or give examples of the words in the chart.

belonging	owning something
identity	who you are
compassion	liking something of someone



Exploding a Definition



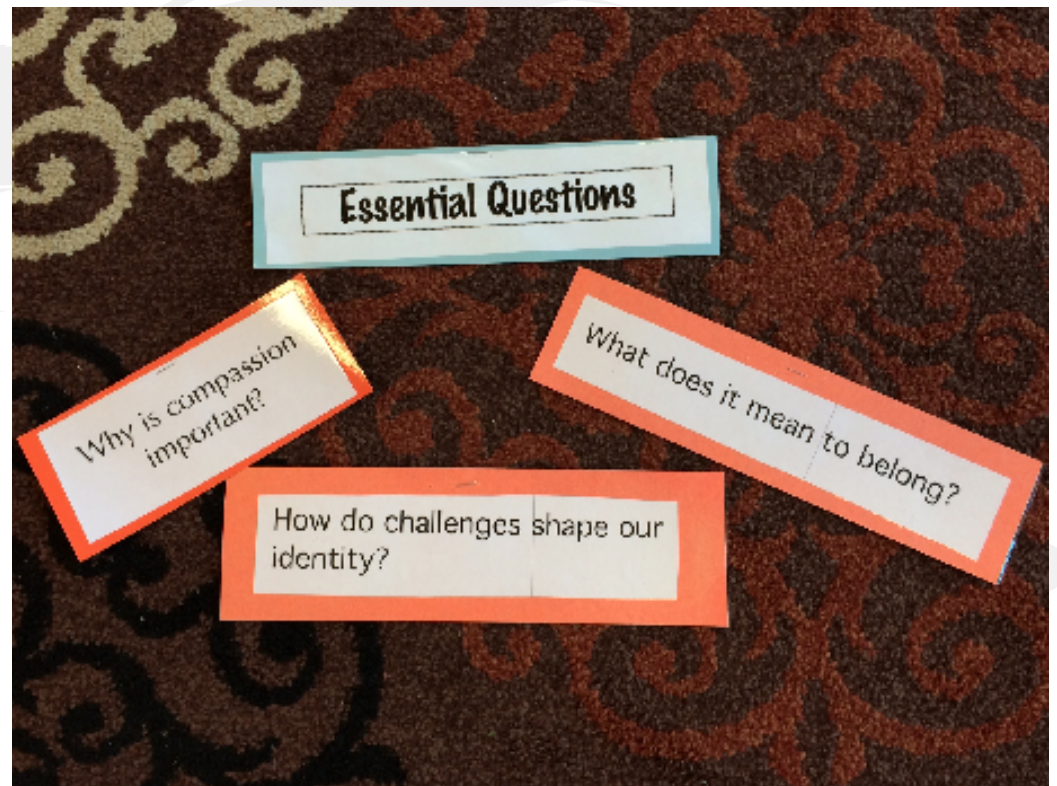
Essential Questions...

Drive our purpose for reading

What does it mean to belong?

Why is compassion important?

How do challenges shape our identity?



Narrative Nonfiction Text - Mentor Text to deepen thinking

Different Like You

Jessica Is an Immigrant

Nearly 40 million people in America were born in another country and came here for a better life. Jessica is one of them. This is her story.

BY JESSICA HERNANDEZ, AS TOLD TO JANE BIANCHI

If I never forget being the new kid in my second-grade class in Silver Spring, Maryland, and asking the teacher for a "shoe." Everyone laughed at me, because I had mispronounced my "shoes." I was so embarrassed that I named bright red.

My mom and I had immigrated to the U.S. that year from Merida, a city in Mexico, in the middle of the country. So my English wasn't great at first.

I don't remember Mexico until I turned 10 when I was young. My mom says that we left because it's hard to find work there. She brought me to the U.S. so I could go to a great school and get an excellent job someday.

But not being able to speak English well in elementary school made it hard to make friends and understand my teachers. Besides, I have dark skin, dark hair, and dark eyes, but in America, there are so many white people with different-colored eyes. I didn't just sound different—I looked different. I cried every day. I felt like such a loner. Like I didn't belong or deserve anything. Nobody would talk to me, and even though

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I'm an outgoing person by nature, I kept everything bottled up inside because I didn't know how to say what I wanted to say. It was so frustrating. It was difficult getting used to the little things too. I remember



My baby sister, Nina



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Students needed a common text to deepen their understanding of the big ideas and the child immigrant experience

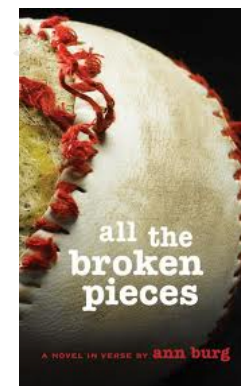
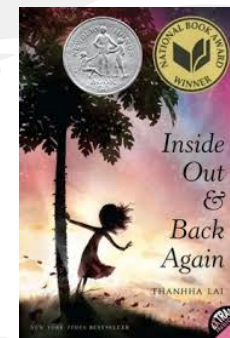
Putting It All Together- Nonfiction helps unlock our understanding of the immigrant experience.



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IDENTITY



Student Work

Being accepted is a wonderful feeling when you really belong. Actually belonging is when you don't have to change who you are at all. In my novel in verse All the broken pieces the author Ann E. Burg shows how Matt Pin felt belonging with a Vietnam veteran, they were telling their stories. In the text it say " I see their faces everywhere, he says I hear screaming and crying..... He knew he was dying we both did". In the text evidence this shows how Matt belonged with someone that almost had the same experience as he did. Also, I think that Matt felt like he belonged in this evidence because he felt happy. He had someone to talk to and he felt he belonged because he had something in in common with someone. I can infer that Matt was happy to tell someone his story because you can relate to someone else and you know you are not the only one. Furthermore belonging can be amazing because you don't have to change and you can feel good.

Student Work

Belonging is accepting yourself for who you are and having others do the same. Matt Pin from "All The Broken Pieces" is explaining his story to Rob when he thinks to himself "It's strange- in my dreams, I can never see her face, but when I tell Rob, I see it all- like a movie- I see her face, open and clear, her dark eyes holding me." For example, this explains that Matt is feeling belonging because after he explains his life to Rob, Matt can see his own past and understand it. Of course, now Rob knows Matt's struggles and can relate his memories about his brother dying from the war to Matts' experiences with his biological mom.

Unit of Study - 8th Grade

Genre: Poetry and Fiction – **Yummy & Bronx Masquerade**

Reading Product: Literary Analysis*

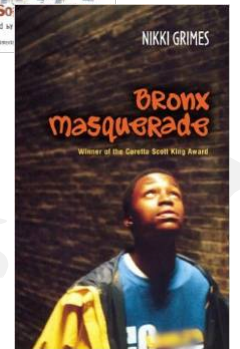
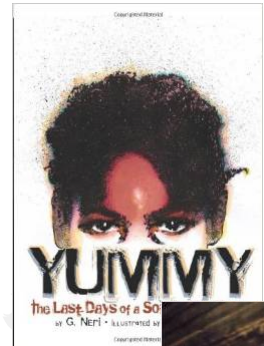
Writing Product: Poetry

Standards:

Focus: RL 8.4 - word choice & effect on meaning

RL 8.5 - differing structure of two or more texts

Reinforce: RL 8.1 (cite evidence) & 8.2 (theme)



Essential Questions:

- Why do authors choose to write in different genres?
- What effect do genres have on readers' understanding of a topic?



Informed Interpretations



Yummy

Students set a reading purpose, figured out how to track their thinking, and took notes while they read.

Yummy - reading notes

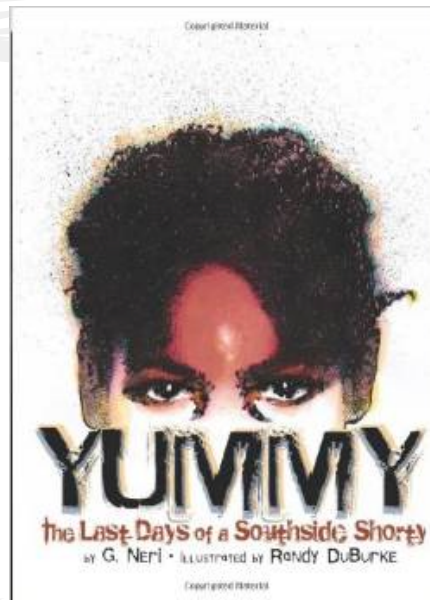
*Purpose: Figure out who Yummy was and the truth about his life.

Important detail about his life	Reactions
Yummy's real name was Robert, but was nicknamed Yummy because of his love for sweets (p. 7)	I can't imagine what it's like to live in a neighborhood so dangerous that your life is threatened outside @ night
Yummy was only 4 ft @ 11 yrs. old (p. 7)	Wow! Why so short??
Yummy killed a girl just to prove his worth to his powerful gang - the Blood Disciples (p. 8-9)	How awful. Is Peer pressure, really
Yummy was a criminal, on the run. His gang went to "blow up the nuns" (p. 16)	It's thanks to them Yummy got in this mess in the first place!
Both Yummy's parents were in jail; Yummy got beaten by his nun when she was out of jail. Yummy got sent to his grandparents and got into countless troubles. Went to juvy lots of times. (p. 20-28)	This is terrible. Being mixed with this, with your family setting such a bad example, there's no way you can't pick up that behavior, being around it all the time.
Yummy didn't mean to shoot Shawn Davis - he was trying to shoot his mom (p. 44-46)	This is too sad, I can't read it
Gang (Robert's brother) thought of Yummy as a "little pit bull" who took orders when he was young, but got tough as he grew up (p. 50)	I can't believe Yummy said it wasn't his fault and that shooting her wasn't wrong.

P. 52-53 (Cont.)

Yummy

Students' understanding of the fiction was heightened by introducing the non-fiction. Understanding the author's craft helped them realize how they should be responding to the text.



Time Magazine Article

Students read this non-fiction piece tracking their emotional response to the text AND differences between this version and *Yummy*.

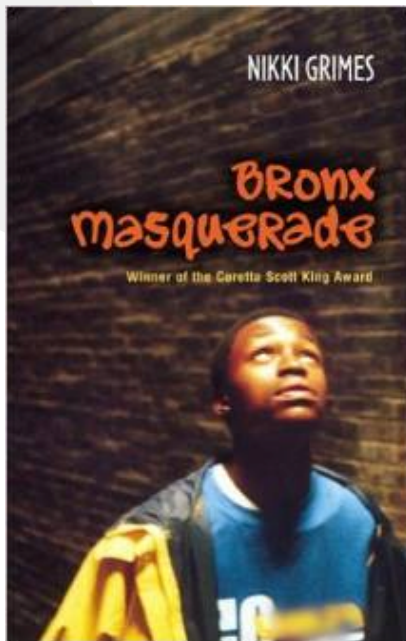


Preparing for Discussion

Students had to write two discussion questions focusing on author's craft.

- Why did the author...?
- Do you agree/disagree with the author's choice to...?
- Which version...?
- What was the author trying/thinking/suggesting...?

Extending Our Study of Author's Craft



18 students tell this story and share their poems.

How does Nikki Grimes speak with 18 different voices?

Benefits

--Appropriate instruction to engage all learners

Differentiated instruction

Provide choice

Highly engaging

--Student writing and reasoning are more sophisticated.

Other Units

6th Grade -

Multicultural novels - researching setting and culture

Disability Awareness - researching disability

7th Grade -

Dystopian - researching technology

8th Grade -

Fairy tales - arguing whether fairy tales are good for children

Genocide - researching the setting and culture of the novels/
memoirs



Feel free to contact us!

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